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ABSTRACT

This paper describes the Intergenerational Program, a high school volunteer program which matches students with older adults who receive help and companionship through the Independent Aging Program (San Jose, California). The history of the student program is reviewed, and the steps involved in establishing the program are outlined. Recruitment of students and clients and the matching process are described, and the far-reaching impact of the program on both the older persons and the student volunteers is discussed. The remainder of the guide provides a narrative to a slide presentation describing the program, an expansion chart with a breakdown of volunteer services, a chart outlining steps in implementing the program, a sample form for a volunteer's confidentiality statement, an emergency procedures guide, and a publicity announcement for the program. (JAC)

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SPANNING THE GENERATIONS: INDEPENDENT AGING PROGRAM'S
HIGH SCHOOL VOLUNTEERS IN ACTION

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Presented by Marilou Cristina
at the
Western Gerontological Society
29th Annual Meeting
Albuquerque, New Mexico
April 16 - April 20, 1983

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Good Afternoon. My name is Marilou Cristina. I am the Director of Volunteers for the Independent Aging Program in San Jose, Ca., and I'm excited to have the opportunity to share with you our high school student volunteer program -- a program which is simple in concept and which has become very successful in our community in helping older adults to remain independent -- and which I'm convinced can work in most any community.

We call the high school volunteer program the Intergenerational program, and basically what I have in mind for this afternoon is first to show you what the Intergenerational Program is, then how we got it started, and what the steps are in putting such a program together. There should be plenty of time at the end for questions and discussion.

Just to give you a little background so you can see how the Intergenerational Program fits into our overall scheme of things the Independent Aging Program is a private non-profit program of Catholic Social Service which assists older people in getting the services they need in order to remain independent and continue living in their own home or apartment. We are a case management agency which looks at a person's total need picture, and while we do not duplicate existing community services, we do provide a great many direct services to our clients.

Our program serves people 60 and over who wish to be clients and who live within our service area. Our present active clientelle numbers 500. We have an administrative staff of 3, a secretary, and a volunteer staff of 150 people. About half of our volunteer staff are adults who are well-trained and who work with the clients in the following ways:

EXPANSION CHART WITH BREAKDOWN OF VOLUNTEER SERVICES

DIRECT SERVICE PROVIDERS	CASE MANAGERS	ASSESSORS	PROFESSIONAL SUPPORT	SPECIAL PROJECT

The other half of this volunteer staff are the high school students who have become an integral part of the overall effort of Independent Aging to help older people remain independent and out of nursing homes. And I've brought some slides along to show you what our Intergenerational Program is all about.

SLIDE SHOW
#1

IAP's Intergenerational Program is a high school student helping an older person to meet her needs and remain independent.

It's an older person giving a young person the opportunity to know someone who's been around much longer than herself...

or himself

someone who has stories and hobbies and time to share.

It's generations being brought together...

and stereotypes about teen-agers and old people broken through.

It's an answer to the separation of family units brought about by our mobile society where 3 generation families often do not live in the same town or even within a distance that allows them to get together often....

and many older people do not get to see their grandchildren grow up, and young people increasingly do not have the opportunity to have a friendship with an older person.

IAP's Intergenerational Program recruits and trains high school student volunteers

and matches them one to one with clients of the IAP.

The students visit their clients once a week for 2 - 3 hours and assist them in a variety of ways.

They take them grocery shopping...and here and there to do errands.

If their older friend is unable to go out to the grocery store

They pick up the list and do the shopping for them.

They help with laundry....sometimes carrying the laundry up and down the stairs to the laundry room is the biggest need....

or perhaps it's a trip to the laundramat

They do housekeeping chores....help clean out cupboards and reach things on the high shelves.

And they do gardening. When the older people are able, they work alongside their students doing the lighter chores

while the kids do the heavier jobs.

Sometimes there's meal preparation....

This girl's client has lost her vision so this is a special treat....

And they always work in time for Betsy to read the newspaper to her.

And sometimes the students let the sun shine through.

Yes, they also do windows...

Always there is time for visiting and getting to know one another. And it is here that the students can go beyond meeting basic needs to enrichment and just plain fun....

Like going for a ride in a Jeep...

Sharing some birthday cake....

Recording favorite passages from the Bible....

Going through old picture albums....

Learning a new hobby....

or going to the student's home for a family dinner.

Many of our clients who participate in the program tell us how pleasantly surprised and delighted they are that such nice young people exist....

where before this the only way they know most teenagers was by what they read in the papers.

Students go into this experience knowing they are going to do something nice for another human being. They are often amazed at how much their older friend has to offer in return....

and how a little help on their part can go a long way in improving someone else's life...

Probably the most rewarding aspect of the program is its on-going impact. Many of our students have graduated from high school and have gone on to college or a job and still keep in touch with their older friends....

by phone, by mail and by visits....and the friendship goes on. They have touched each other's lives....

and have added something that wasn't there before..

and probably wouldn't have happened without IAP's Intergenerational Program.

How did this all come to be?

We started small 5 years ago with a handful of kids from 2 high schools in the area that had volunteer service components. And we looked to the use of high school student volunteers largely to build our corps of direct service providers. Our own clientele was growing and we needed more volunteers to provide direct services like grocery shopping, errand running, homemaking and gardening.

But as we monitored this handful of students we saw that the students were not only providing needed services, but that these 2 generations took to each other so well and truly enriched each other's lives. Not only that, many students were going beyond the basic job description that we'd given them to doing a lot of creative and fun things together, like...

planning a birthday party for their older friend,
including their client at their graduation parties
decorating together for holidays, or helping their
older person write a book
and their older friends were baking special cakes for them
or having them over to dinner.

The program is now in its 5th year. In the 2nd year we increased the number of students from the 2 participating schools and refined the program. In the 3rd year we added 2 more schools (and this was possible in large part because a former high school student of ours who had gone on to Notre Dame University in South Bend had taken a year off

from college and believed so in the program that he volunteered for that year to work with me to expand it). In our 4th year now we added 2 more schools and are developing the 7th and 8th. To date, 215 students have been involved in the program over the past 5 years and 75 are participating this year.

Bringing together these generations that have a natural affinity for one another of course doesn't just happen.

I'd like now to go into the step by steps of the program and some of the how to's. These are the steps involved:

CHART OUTLINING STEPS

Establishing the program in the school

First of all we had to look at what we were offering to the school: the opportunity for students to assist the older population of their community to get the services they need to remain independent....and the opportunity for the student to have a friendship with someone 2 generations removed from himself. In addition it gives the school visibility in the community while providing a learning experience for the student. Our program does the recruiting, training, placing and monitoring of the program....so there's very little that the school has to do. We then assess the school we're going to offer the program to. It's important to know the climate on campus regarding volunteer work. Is volunteer service a relatively new concept or is it an integral part of campus activity? Is there a service

learning program at the school? A Christian Service class? The program can work into the high school in a number of different ways, whether it be as part of the curriculum or as strictly voluntary, or as part of a service club, like a "Key Club" on campus. If volunteer work is a new concept on campus it might be best to offer the program to a service club or to the social studies department....to start small. Once its reputation is established it might then be expanded to other classes or to the entire studentbody.

So then the first step is to contact the head of the Social Studies department or the Director of Student Activities and set up a meeting to present the program, and talk about the school's responsibilities: mainly that there will be one person on campus -- one teacher -- who will work with us to coordinate things from the school's end, set up our monthly meetings with the students, get messages to the students.... We also discuss which model will work best (class credit, strictly voluntary, etc.). If there is a favorable response at this meeting (and we haven't been turned down yet!) we then meet with the principal to make sure that the administration is informed about the program.

Recruitment of Students

We next set up a time to come out and talk to the students about the program -- either the entire student body or a particular class or club. This usually is done in September

since we like to get them started as early as possible in the school year. We talk about student rewards and the fact that they really can make a difference in the life of another person....but the emphasis is on commitment -- that this is something they will be doing every week for 2-3 hours. The school then handles sign-ups in any way that works out best....usually giving the students time to discuss this with their families first....and we follow that up by returning to the school for interviews.

Recruitment of clients

About the same time of year -- late summer -- we put an article in our monthly client newsletter about the Inter-generational Program saying that a limited number of students will be available to help with grocery shopping, housekeeping, gardening, etc., and that if they think they would enjoy a weekly visit from a teenager, they can fill out and mail in the application in the newsletter. TRANSPARANCY #1 The application is a simple form that looks like this....where they can check off the days they are available to meet with a student, the kind of help they need and their preference, if any, for a boy or a girl. The article emphasizes that this is not just free help, but that we are looking for older persons who are open to teenagers and who are willing to share something of themselves with a student. Applications once received are dated and followed up with a letter explaining further the placement

process. It is here that our program can save a step since we are part of a case management program - we already have a great deal of information on file regarding the client, his disabilities and needs, so interviewing the applicants is not really necessary. If you are interested in establishing a student-elderly volunteer program it would be advantageous to tie it into a case management program in your area.

Student Interviews

Student interviews are held on campus or at our office, and again commitment is stressed. TRANSPARANCY #2 The student fills out this interview form which lets us know his/her availability, the types of services he would be comfortable providing, whether or not he has a car, and when he would be available to go out with us to meet his client. TRANSPARANCY #3 The student also signs this confidentiality form stating that he will not discuss his client by name outside of contact with our agency. Oftentimes it works out to do the orientation and training at the same visit. The students learn about IAP so that they can be familiar with the services and also know that the program can back them up to provide services they are unable to provide for the clients themselves. We stress that the complete responsibility for the client's needs is not the student's. Also, he knows that if he gets sick or is out of town and can't visit on an alternate day, he can call on IAP to cover for him and service is not interrupted. (Actually this

happens very little, so if you didn't have a back up, a system of substitutes might work).

We also talk about declining senses and the process of aging, ...and the value of listening....and we encourage them to get to know their older person so that whenever possible they can go beyond meeting basic needs to enrichment and fun.

There is also discussion of emergency procedure and the student is shown this form TRANSPARANCY #4 which he will be given at the time of his introduction to his client. He is told to have this on his person whenever he is with his older friend. This is of course not done to alarm the student but to prepare him for any emergency that could arise. And knock on wood...in the four year existence of the program, they've not had to use the emergency numbers yet.

SLIDE SHOW

#2

The Matching Process

This is the system that we use to match students and clients and it revolves around the map of our service area.

As client applications come in they are assigned a number and a corresponding yellow pin which is placed on the map indicating their residence...

Similarly, the student interview form is numbered, color coded by school, and given the corresponding numbered and colored pin, which also goes onto the map.

When all pins are up we can see which students live (or go to school) closest to which clients...

We then refer to the forms to see if these students are willing and able to provide the services needed by the client. When there is a choice to make, we consider the urgency of the need along with the other factors in the matching process.

When it looks like we have a match, we call both the student and the client to describe the proposed match...and then set up a time to introduce the two.

We also connect the two pins on the map with a rubber band to indicate a completed match.

This year's program looks like this.

From the beginning we have always taken the student out for the first meeting. The student feels more comfortable

going out with us for this introduction and the client too feels better about opening the door if someone from our program is along.

It is also a good way to make sure that the student knows how to get to the client's house.... and how to get in the apartment building if the doors are controlled with a buzzer system for security.

The first visit is a get acquainted time and a time to confirm the day and time the student will visit, the kinds of things he or she will do, and to set up a procedure for letting the other know if one of the parties won't be available for the weekly meeting.

You might be wondering who does all this.... recruiting, interviews, training, introductions, etc. The job has definitely grown beyond the capabilities of one person.

We now have a high school coordinator volunteer for each high school in the program. This coordinator works with students from 1 participating school, their clients, and the faculty person on the high school campus. These coordinators meet regularly at our office to share ideas and plan and discuss any problems.

This high school coordinator keeps in close touch by phone with the students and their clients, especially in the beginning....

This might mean a phone call every 2 weeks or so to see how its going, both from the older person and the student's perspective. This seems to be an effective way to deal with potential problems and breakdowns in communication. For instance...

John might tell us....I enjoy visiting Mrs. Jones but there doesn't seem to be anything for me to do. And Mrs. Jones might tell us....I really like visiting with John....and I do need my windows washed but I just can't ask that nice young man to do it..

So we can encourage her to have him do the windows -- that he really does want to help and wants to be asked -- and so the windows get done.

High school coordinators are also available to meet with students individually if needed.

Communication is really the key.

Each high school coordinator gets together with the students from his particular school once a month...

The students share with one another the kinds of things they have been doing with their older friend... talk about successes and problems and concerns...

They get a lot of good ideas from one another...

There is some paper work....statistical information on hours, miles, and so forth that IAP needs to have.

And we also ask them to write a brief statement about how their client is doing...

what the 2 of them do together and any needs they see their client having that they are unable to meet.

This information provides additional input for our case management process. It is added to the client's chart which is kept in our office and is a running history of our involvement with the client.

And it is a very good source of information for us since the student seeing the client on a weekly basis for 2-3 hours...

probably has more intensive contact with the client than any one at our agency.

These meetings are also an opportunity for on-going training of the students...

In this case its wheel chair handling....

And a way they can build their expertise in working with older people.

We ask the high school teacher who's working with us to be present at these meetings and enter in...

Keeping them informed is another key to the overall success...

And they can be a tremendous asset in recruiting just the right student for a particular need.

At the end of the school year we have a party for the students and their clients to say thank you...

For what they've given to one another...

There's refreshments and formal thank you's...

and even the entertainment is intergenerational..

....We also include school principals and directors of student activities so that they too can recognize the students for their contribution to the community. So many schools have sports banquets,, and this puts community work on comparable footing.

Many of the students we find, continue to see their older friends during the summer, on their own, even though their commitment is completed at the end of the school year....

We do have a final meeting with them at the end of the school year to have the students evaluate their experience and to check with them as to what their plans for the summer are in this regard so that IAP volunteers can pick up the slack in necessary services..

And with the new school year....we begin the whole process again....

Again I'd like to stress the impact of the program. For many students, something happens here which goes beyond the high school experience. Students have gone on to school all over the country and are writing home and calling their older friends from as far away as Indiana and Oregon. When the kids come home on breaks or for summer vacation, they visit their friend, go on outings or out to dinner... and some wonderful relationships happen.

One 83 year old lady receives steaks from her sister several times a year....the only ones she ever has. She immediately freezes them and saves them for when Tom comes home from UC Santa Barbara so that she can prepare a special dinner for Tom and one of his friends (This year it was a girl friend, but fortunately she passed inspection!)

Another girl, Stella, who is now at Chico State was home at Christmas and went to bring her older friend home for Christmas dinner with Stella's family. When she arrived the client was quite ill and on doctors orders, Stella took her to the hospital, where after extensive tests and lab work, she was admitted. Stella stayed there with her for 6 hours on Christmas day. Her client tells me how much she loves Stella and how much the friendship means to her. She says she would like to adopt her.

And finally, one student who has maintained a 4 year friendship with his now 90 year old friend was the only one who could convince her to go to the doctor this past summer

for some problems she was having. It was discovered that she had cancer and he helped her get lined up for treatment. In September when it was time again for him to leave for college, he came to see me and said that if her health declined to the point where she could no longer stay in her home, he realized that leaving home and going to a long term care facility would be even harder for her than facing her disease -- and he wanted to be notified so he could take a little time off from school to come home to be with her and help her through this transition.

These are just a few of the heartwarming friendships that we have seen happen; and being able to evaluate the program from a 5-year perspective, we can say that the program works... and it works well!

Questions....

EXPANSION CHART WITH BREAKDOWN OF VOLUNTEER SERVICES

<u>DIRECT SERVICE PROVIDERS:</u>	<u>CASE MANAGERS:</u>	<u>ASSESSORS:</u>	<u>INFORMATION SPECIALISTS:</u>	<u>SPECIAL PROJECT:</u>
* Transportation medical appointments grocery store errands * home visiting * emergency meals	* case load of 5-10 clients * follow-up on care plans * address new needs as they arise	* meet with prospective clients * do a complete in-home needs assessment * develop & implement care plan	* Medicare/Medi-Cal * Social Security/SSI * Income Tax * Bill paying * Renters Assistance * Nutritionist * Counseling	* Newsletters * High School coordinator * Advisory Board * Fundraising
	21			22

CHART OUTLINING STEPS

1. Establishing program in school
2. Recruitment of students
3. Recruitment of older persons
4. Interviews, orientation and training
5. Matching process
6. Student/client introductions
7. Telephone monitoring
8. Monthly meetings on campus
9. End of year wrap-up

INTERGENERATIONAL PROGRAM
APPLICATION FOR STUDENT VOLUNTEER

NAME _____ PHONE _____

ADDRESS _____ CROSS STREET _____

CITY _____ ZIP _____

PLEASE CHECK THE WAYS STUDENT CAN BE OF HELP

— HOUSEKEEPING

— GROCERY SHOPPING

— GARDENING

— MEAL PREPARATION

— ERRANDS

— OTHER: _____

PLEASE CHECK THE DAYS ON WHICH YOU WOULD BE AVAILABLE

— MONDAY AFTERNOON

— FRIDAY AFTERNOON

— TUESDAY AFTERNOON

— SATURDAY

— WEDNESDAY AFTERNOON

— SUNDAY

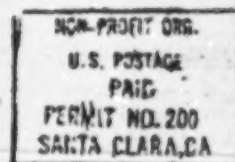
— THURSDAY AFTERNOON

I WOULD PREFER A _____ BOY _____ GIRL _____ NO PREFERENCE

☐ I AM WILLING TO SHARE MYSELF WITH A YOUNG PERSON

Send to: INDEPENDENT AGING PROGRAM, 2175 THE ALAMEDA, SAN JOSE, CA 95126

INDEPENDENT AGING PROGRAM
A PROG. OF CATHOLIC SOCIAL SERVICE
2175 THE ALAMEDA
SAN JOSE, CA 95126



Application
inside 

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2175 The Alameda
San Jose, CA 95126
408/243-8959



INTERGENERATIONAL PROGRAM

STUDENT VOLUNTEER QUESTIONNAIRE

Date _____

Name _____ Birthdate _____

Address _____ Cross Street _____

City _____ Zip _____ Telephone () _____

School _____ Class of _____

When would you be available to visit your older friend?

Day	Time	Day	Time
____ Mon	_____	____ Fri	_____
____ Tues	_____	____ Sat	_____
____ Wed	_____	____ Sun	_____
____ Thur	_____		

Would you prefer to be placed near your _____ home
____ school
____ no preference

Please check the ways in which you could assist your older friend:

____ grocery shopping	____ home visiting
____ light housekeeping	____ gardening
____ transportation (for errands, etc.)	____ light meal preparation

(OVER)

A program of Catholic Social Service

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How will you get to and from your older person's home? _____

Do you have a car available to transport your client? _____

When would you be available to go out with your IAP coordinator to be introduced to your client? (check days and indicate times)

Day	Lunch	After School
___ Mon	_____	_____
___ Tues	_____	_____
___ Wed	_____	_____
___ Thur	_____	_____
___ Fri	_____	_____
___ Sat	Time _____	

Languages Spoken (other than English) _____

Written _____

Hobbies, interests, special skills:

Previous experience with older persons (if any):
(eg. grandparents, neighbors etc.)

Prior volunteer work:

What do you expect to gain from your involvement in the Intergenerational Program?

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VOLUNTEER CONFIDENTIALITY STATEMENT

This is to certify that I, _____ have received training in Confidentiality and Patient's Rights, and that I understand my responsibilities to safeguard as confidential all information related to the clients of the Independent Aging Program. I agree not to divulge any information obtained in the course of my duties as a volunteer of the Independent Aging Program with any potential, current or prior clients, to unauthorized persons; and not to publish or otherwise make public any information regarding persons who had received services; such that the person who received services is identifiable. I recognize that unauthorized release of confidential information may make me subject to a civil action under provisions of the Welfare and Institution Code.

Date _____ Volunteer _____

Trainer _____

V-04

1/24/84

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Police Departments
 Campbell 378-8161
 Los Gatos 354-8600
 Monte Sereno 294-1334
 Santa Clara 911
 Saratoga 294-1334
 San Jose 297-3565
 Mt. View 911
 Los Altos 911

If you arrive and find client has expired,
 call local police dept.

In case of less serious problem, call
 client's physician or local police.

In case of serious emergency (life or death
 only) call 298-3131.

EMERGENCY PROCEDURE

Client's name _____

Address _____

City _____ Phone _____

Physician _____

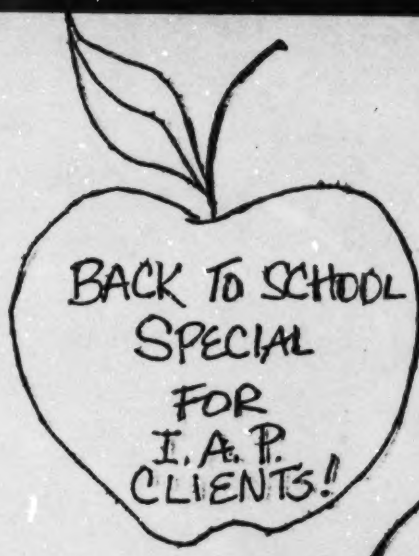
Phone _____

INDEPENDENT AGING PROGRAM

2175 The Alameda
 San Jose, CA 95126
 (408) 243-8959

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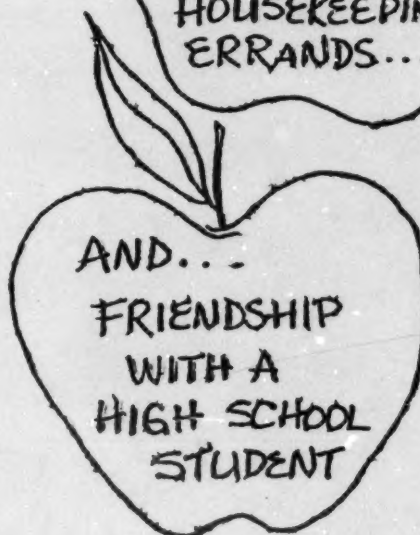
THE IAP INTERGENERATIONAL PROGRAM



BACK TO SCHOOL
SPECIAL
FOR
I.A.P.
CLIENTS!



HELP WITH:
SHOPPING
GARDENING
HOUSEKEEPING
ERRANDS...



AND...
FRIENDSHIP
WITH A
HIGH SCHOOL
STUDENT



*FREE

HAS A LIMITED NUMBER
OF HIGH SCHOOL STUDENT
VOLUNTEERS.

THEY HAVE BEEN SCREENED
AND TRAINED BY IAP

AND

WE ARE EAGER TO MATCH
THEM ONE-TO-ONE WITH
IAP CLIENTS.

AFTER THEY HAVE BEEN
INTRODUCED TO YOU THEY
WILL COME ONCE A WEEK
FOR 2-3 HOURS.

IF YOU CAN USE SOME HELP
AND

IF YOU WOULD ENJOY A WEEKLY
VISIT FROM A YOUNG PERSON...

FILL OUT THE APPLICATION ON
THE BACK AND SEND IT TO
IAP AS SOON AS POSSIBLE.

*DONATIONS TO OFFSET TRANSPORTATION COSTS ENCOURAGED